

**American Council on the Teaching of Foreign Languages (ACTFL) Standards
SPA Competencies
William Paterson University
College of Education**

Semester
 Fall Undergrad K-12 University Supervisor _____
 Spring Post-Bacc K-12 w/TSD Cooperating Teacher _____
 MAT

Practicum PDS Yes
 Student Teaching Interim No
 Student Teaching Final

Student's Name _____ **District** _____
School _____ **Subject** _____ **Grade** _____

Please rate candidates based on their performance in each standard below.

3. Target (consistently demonstrates) **2. Acceptable** (most of the time) **1. Unacceptable** (rarely or never)

	3	2	1
1. Candidate demonstrates an understanding of the connections among the perspectives of a culture and its practices and products, and can integrate the cultural framework for foreign language standards into own instructional practices. (ACTFL 2a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Candidate recognizes the value and role of literary and cultural texts and uses them to interpret and reflect upon the perspectives of the target cultures over time. (ACTFL 2b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Candidate integrates knowledge of other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target languages. (ACTFL 2c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Candidate demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. (ACTFL 3a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Candidate develops a variety of instructional practices that reflects language outcomes and articulates program models and addresses the needs of diverse language learners (ACTFL 3b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Candidate demonstrates an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (ACTFL 4a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Candidate integrates the Standards for Foreign Language Learning and their state standards into language instruction. (ACTFL 4b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Candidate uses standards and curricular goals to evaluate, select, design, and adapt instructional resources. (ACTFL 4c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Candidate believes that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (ACTFL 5a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Candidate reflects on the results of student assessments, adjusts instruction accordingly, analyzes the results of assessments, and uses success and failure to determine the direction of instruction (ACTFL 5b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Candidate interprets and reports the results of student performances to all stakeholders and provide opportunity for discussion (ACTFL 5c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Candidate knows the value of foreign language learning to the overall success of all students and understands that they will need to become advocates with students, colleagues, and members of the community to promote the field (ACTFL 6b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Student Signature

Date

Cooperating Teacher/University Supervisor Signature

Return Original Gray Form to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor & Student